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The seminar which these proceedings report was the eighth international gathering to be convened by the World Confederation of Organizations of the Teaching Profession (WCOTP) since the establishment of the Special Committee on Adult Education in 1959. The documents reproduced in these proceedings reflect both the history of the Adult Education Committee and its plans and hopes for the future. Eight sections are included: (1) Introduction, (2) Welcoming Address, (3) Keynote Address - The Teaching Profession and the Education of Adults, (4) Panel Discussion -Adult Education as an Accelerator of National Development, (5) The New Frontier--Adult and Continuing Education, (6) Report of the Committee to WCOTP, (7) WCOTP and Adult Education, and (8) Roster of Participants. (CK)

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PROCEEDINGS

SIXTH WCOTP INVITATIONAL SEMINAR ON ADULT EDUCATION

The Teaching Profession and the Education of Adults: A Review and an Agenda

AUGUST 12-13, 1971

Kingston Hotel

Kingston, Jamaica

Committee on Adult Education
World Confederation of Organizations
of the Teaching Profession

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1970-71

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INTRODUCTION

The seminar which these proceedings report was the eighth international gathering to be convened by WCOTP since the establishment of the Special Committee on Adult Education in 1959.

Coming as it did, approximately ten years after the founding of the Committee--and a decade after the Second UNESCO sponsored World Conference on Adult Education--it was appropriate that the seminar address itself to a review of the Committee's work from the time of its first conference up to the present. As a means of making a historical review a part of the history, a background document on the work of the Committee since 1959 was prepared and presented to the seminar participants. A copy of this report is included as a part of these proceedings.

The 1971 WCOTP Adult Education Seminar preceeded by one year the Third UNESCO World Conference on Adult Education, scheduled to be held in Tokyo during the summer of 1972. The UNESCO Seminar will not only review trends in adult education during the last decade, but examine strategies of educational development in respect to adult education for the decade ahead. In support of this pattern, the 1971 WCOTP Seminar also addressed itself to an examination of its own agenda for the future.

The documents reproduced in these proceedings, therefore, reflect both the history of the Adult Education Committee, and its plans and hopes for the future. Since forecasting the future, as Professor Sheats indicates in his keynote address, is not a skill claimed by many individuals, little can be done in this introductory statement to salute the future other than to express the hope--and the conviction--that the survival needs of society are incessantly forcing upon the leaders of governments, teachers' associations, and educational institutions alike the significance of investing time, talent, and resources in widening the opportunities for access to adult education and enriching the offerings. As to the past, much could be said. Implicit in the documentation contained in this report is the story of the time and dedication of many hundreds of individuals who have made a contribution to WCOTP's adult education program. Regrettably, implicit must the recognition of these individual contributions remain. No matter how detailed a list of acknowledgements might be developed, it would be incomplete.

The proceedings of the 1971 Seminar are, therefore, respectfully dedicated to the many individuals in all parts of the world who have, in the years since 1959, made their contribution to the growth of the concept of adult education within WCOTP and to the realization of its program.

The Kingston Seminar immediately followed the 20th WCOTP Assembly, and was made possible, in part, by a grant to WCOTP from UNESCO. The Seminar was conducted in English, French, and Spanish, and chaired by Miss Hilma Cranley, of Australia, chairman of WCOTP's Committee on Adult Education. The Hon. Hector Wynter, Minister of State in the Jamaican Ministry of Youth and Community Development, opened the Seminar. Mr. Wynter is a

member of UNESCO's Executive Board, and "a teacher and adult educator by profession and training."

Representing UNESCO at the Seminar was Dr. Vladimir Hercik, from the Department of Schools and Higher Education. Dr. Hercik reviewed in detail UNESCO's plans for the Third International Conference on Adult Education to be held in Japan in July 1972. Following Dr. Hercik's address, the delegates to the Seminar formulated the basic provisions of a position statement to be developed by WCOTP for UNESCO in advance of the World Conference.

Mrs. Marjorie Kirlew, Chief Literacy Officer of the Jamaican Social Development Commission, served as chairman of the Local Planning Committee.

Grateful appreciation is acknowledged to all--including the 30 participants from 17 countries--who contributed to the work of the Seminar.

Robert A. Luke
Secretary
WCOTP Committee on Adult Education

Welcoming Address

by

Senator Hector Wynter
Minister of State, Jamaica

Mlle. Chairman, officers of the WCOTP Division of Adult Education, Delegates, Observers, Ladies and Gentlemen, I am most honoured this morning to have been asked to welcome you. You have all--as delegates to the WCOTP Assembly--been welcomed repeatedly by the Governor-General, the Prime Minister, other Ministers, Mayors of our several cities and towns, and many other dignitaries, including the honor of being editorialised twice by the only daily "The Gleaner", so I must assume that you do not wish me to tell you more about our climate and to again offer you our hospitality.

At the same time, as you will be listening to a very learned keynote address by Dr. Paul Sheats, you do not wish me to attempt a learned dissertation on your excellent theme "The Teaching Profession and the Education of Adults." May I, therefore, limit myself to a few observations. Despite your distinguished President's complaint--Dr. Carr's complaint--a few nights ago that UNESCO's educational policies were determined in the main by politicians, philosophers, and publicists, let me say as a member of UNESCO's Executive Board--having been a teacher, and an adult educator by training and profession--that politicians, philosophers, and publicists are perhaps the most effective adult educators in our world of today. And, perhaps it is good for us in examining our role as teachers to look at the methods used by those three categories of professionals, and see whether we cannot adopt some of their more successful methods and techniques--I am not talking about adopting their message.

I say this, Mlle. Chairman, because it is an occupational disease among us educators and teachers to spend days of conferences and years of research examining why we have failed in our objectives, and relatively ignoring an examination of the methods and techniques used by other professionals who have succeeded. The politicians, the philosophers, and the publicists tend to succeed perhaps because they always relate to the basic needs of the people. We, as educators, sometimes stand aside and attack them for appealing to the "baser emotions and motives" of the people. But why can't we do the same? Why do we as adult educators begin with a pre-judged standard to which we aim at "lifting" people, and not try instead to involve the people in the creation of their own standards?

Certainly, Mlle. Chairman, one of the challenges that will face you as teachers in Adult Education, and other adult educators, in this decade and the last three decades of this century, is that of increasingly involving the people we seek to educate in the planning process, for one of the truths and principles we have learnt from Adult Education--and if we have not learnt it as yet, it is time we do--is that the "best adult educator is the adult himself whom we seek to educate."

The constantly refurbished principle of "life-long learning" which appears every decade in a new phrase or guise means just that. In Adult Education the strategy emphasises "learning by participation" instead of the strategy of "learning from teaching" which prevails in the school system. But even in the school system, teachers and administrators have been shaken by the increasing ineffectiveness of this latter strategy. But that is something that your august body has been discussing elsewhere.

Sometimes, Mlle. Chairman, I am tempted to regard Adult Education as a Court of Last Resort, for it is in the Adult Education period--the 15+ period--that we have our last chance to assist. The adult educator has the following categories of human beings to assist: The mal-educated, the under-educated, the mis-educated, the non-educated.

In addition there is the category of the "educated" to be assisted from becoming undereducated as the society develops and new concepts and ideas come into being.

So you will appreciate the enormity of the task of the Adult Educator and the authorities administering Adult Education. The interest of UNESCO and non-governmental organizations like yours has been demonstrated by the studies and conferences which have been held, whereas, in the case of governments, their interest has been aroused by the startling demands made by the people in their communities. We are all united, or should be united, therefore, in finding the most effective strategies as well as in defining clearly the role of each, so that human and material resources may be more effectively utilized in the crusade for Adult Education.

Accordingly, Mlle. Chairman, may I conclude this welcoming address by throwing out a few remarks--I should hesitate to call them ideas or proposals since having graduated from teaching and adult education, I am now a politician, and it might be impertinence for a politician to make proposals. These remarks are based on our experiences here.

1. While I welcome the movement for greater integration of Adult Education in the educational system, we must acknowledge that the very nature of adult education renders it impossible for full integration. We may, therefore, have to settle for greater collaboration and coordination.

   Let me give you an example from our own development. Anyone looking at our Ministry of Education will notice that that Ministry does not receive a large financial provision for adult education outside of the formal education system. That is because we have learnt that there has been great need for education in living which is adult education--being developed through other agencies. Hence the Ministry of Youth and Community Development here was created and designed to concern itself with functional literacy, with enrichment of and training in community village life, with training and recreation for young people especially those who have missed the bus of the school system, and with general social integration and strategies.

   The Ministry of Labor has been charged with imparting of training to young and old adults in the industrial and vocational skills necessary for greater involvement in the dramatic economic developmental

process. That Ministry also engages in a substantial amount of community development activity especially in our sugar industry areas. The Ministry of Trade and Industry has been charged with increasing the training of young industrial engineers and in education for greater production; our Ministry of Rural Land Development has the responsibility for educating the young farmer on the land and in encouraging the young at school, through the 4-H Clubs, to gain an affection for rural life--while at the same time making rural life a happier place and more meaningful to the rural communities; our Ministry of Agriculture trains farmers, agricultural officers, and encourages the system of cooperatives; our Ministry of Education engages in formal education through evening institutes, whereas the teachers throughout the country have been traditionally the guide, philosopher, and friend to the adults in the communities of their schools; and other Ministries play other roles in our adult education process.

So, Mlle, Chairman, you will appreciate why I call for greater collaboration and coordination instead of the almost impossible principle of integration within the educational system.

2. Adult Education strategy is closely related to the demographic, educational, economic, and social levels and the attitudes of a society. For example, a society whose population has a greater percentage of older persons, and which is developed economically will place a greater emphasis on the "regeneration" aspect of adult education, whereas a community with a younger population and whose economy is underdeveloped will place a greater emphasis on the "democratization of skills and general education: although not ignoring the aspect of enrichment of the education being democratized.

3. It follows, therefore, that the attention paid for example to the spreading of functional literacy as the most basic skill of living depends upon the level of the economy. And here is where there is the biggest international paradox of all. For the areas of the world where functional literacy is lowest are where the economy is most underdeveloped; and yet the international community expects those same countries to suddenly find the economic resources to launch massive and successful campaigns for the eradication of illiteracy. And so, in the second development decade, one of the considerations that must arise here is that in any new program of economic assistance from the international bodies and developed countries to the less developed countries, a fundamental ingredient must be attention to functional literacy as a part of economic development and strategy.

4. It follows, therefore, that: Adult Education is more influenced by environmental factors than any other aspect of education. These environmental factors play a very large part in determining our goals and strategies and are: politics, economics, religion, cultural structure, socio-economic infra-structure, racial harmony, or disharmony. And so, the adult educator cannot stand aside from these factors. He has to be intimately involved.

5. These factors will, to a great extent, determine the particular techniques used and the objectives. May I refer to some of the objectives:

(a) The campaign for functional literacy already referred to;

(b) Shortened professional and trade courses in the campaign for democratization of skills to the educational "have-nots";

(c) Advanced professional courses for the educational and professional "haves";

(d) The programs for cultural harmony, recognition and understanding;

(e) Programs for national identity of new countries.

6. Irrespective of the levels etc. of different countries, there are certain objectives in adult education which can be common throughout the world, even if the particular methods and techniques depend upon the resources and other environmental factors. And may I here stress this again with a simple example. As I stated two weeks ago in opening one of your Associate Conferences--that on Physical Health, Education and Recreation--the climate of a country helps to determine the culture pattern in respect of recreation and sports, so that Australia excels at outdoor sports, and Jamaicans prefer outdoor sports to indoor. Yet when we look at some of our educational methods and techniques we wonder whether sufficient importance is given to this factor. Certainly in the education of the 15+ we have found that outdoor camp life has been far more effective in dealing with those who missed out in the school system than the traditional indoor schoolroom form of education.

   The common objectives, Mlle. Chairman, are:

   - Education for living;
   - Education for greater quality of living;
   - Education for responsibility and duties which ensure the securing of and the enjoyment of the human rights to which all are entitled in equal degree;
   - Education for international peace and understanding. In other words the bringing together of the perfectly justifiable need for countries to have national prestige and dignity with the need for containing of the same urge in the interest of international peace and harmony.

7. The final remark is that I do hope that there will be continuous evaluation and research into methods and techniques, bearing in mind that the most effective methods will depend upon the will of the people and the resources available.

You have set yourselves the noble task of "encouraging man to educate himself as an adult" and to thus enrich the quality of life on earth, which is what Adult Education means. May you succeed in your deliberations. I have pleasure in welcoming you and in declaring the Seminar open.

Keynote Address

The Teaching Profession and the Education of Adults

by

Dr. Paul H. Sheats
Professor of Education
University of California
Los Angeles 90024

I am honored by the Invitation to give the keynote address at this, the Sixth WCOTP International Seminar on Adult Education. At this particular conference we are Janus-like, looking both backward at the achievements and failures of the past and forward to the challenges of the future. To be perfectly candid, I have more competency to report the past than to predict the future, although this is a liability which I share with many who have greater faith in their powers to gaze in the crystal ball than do I.

In 1959, WCOTP in cooperation with the National Education Association of the U.S. sponsored its first international conference on adult education. Ten years previously Unesco had conducted its first international conference on adult education at Elsinore, Denmark, which I had the honor of attending as a U.S. Delegate. WCOTP, as you all know, is a Unesco accredited, non-governmental organization whose advise and counsel reflect a potent influence representing 125 teachers' organizations in more than 90 countries.

One might ask, in this "looking backward" aspect of my remarks, why WCOTP after the 1959 conference on adult education in Washington, D.C., decided to establish a Committee on Adult Education when Unesco already had established a legitimate claim in the adult education area. In 1961 at the WCOTP Adult Education Conference in New Delhi, India, Dr. Paul S. Welty, then Assistant Secretary General, WCOTP, said: "We believe quite deeply that education is a continuing process, that it does not stop when one graduates from school. In fact, after a person has graduated from school he often has to be re-educated. Education goes on throughout one's life."

There were two other important events in the 1959-1961 biennium. In 1960 a Unesco World Conference on Adult Education was held in Montreal, Canada. Here again I was involved as Chairman of the U.S. Delegation. But what has been lost in the shadows of history is the impact which WCOTP's Committee on Adult Education had on the Montreal Conference. Here is an input on this matter from the late Arnold S. Hely, one-time Director of Adult Education at the University of Adelaide, Australia. Hely addressed the Second International Conference on Adult Education sponsored by WCOTP in cooperation with the Indian Adult Education Association in New Delhi in July of 1961. Hely reviewed the outcomes of the Conference in Washington in 1959 and the establishment of a Committee on Adult Education by the WCOTP Executive. Because of the Unesco World Conference in Montreal, Canada, however, it was decided that the Committee would hold its 1960 meeting, not in conjunction with the WCOTP annual meeting in Amsterdam, but in advance of the World Conference in Montreal. As a result, fourteen members of the Adult Education Committee and two observers from Unesco met for three days at MacDonald

College near Montreal. It was at this meeting that guidelines were established for the continuing work of the Committee. In Hely's opinion, the MacDonald College meeting, preceding as it did the 1960 Unesco World Conference on Adult Education, had considerable impact on the deliberations and recommendations of the World Conference.

In view of our task at this meeting, eleven years later, it is worth taking a moment to examine the confluence of WCOTP Committee thinking and Unesco Conference recommendations.

> "The Committee identified the following areas of its concern:
>
> Growth in recognition by members of the teaching profession of the importance of a concept of life-long learning and the value of adult education in the total educational process.
>
> The need for increased closeness of relationship between adult educators and other members of the teaching profession.
>
> Increased development of adult education as part of the regular educational system in each country.
>
> Increased assistance to the many teachers who are also teaching adults in approved methods of adult education."*

Meanwhile, at the Unesco Conference there was general consensus that adult education in the member states should be more closely integrated into the national educational systems. WCOTP and its Committee on Adult Education were the logical agencies to assist in this joint effort.

One hundred and five delegates from 28 countries and six continents attended the 1961 meeting in New Delhi. The Secretary of the Committee, Mr. Robert A. Luke, in the November/December 1970 issue of ECHO has brought the historical record up-to-date and we are all indebted to him, not only for this written contribution but for his untiring ongoing efforts to maintain the Committee's work and to extend and reinforce its influence.

As we look forward to the next Unesco World Conference on Adult Education in 1972, this conference becomes clearly an occasion for reassessment of the Committee's objectives. It is also an appropriate time for planning strategy to maximize the impact which the WCOTP Committee can make on the deliberations of the Unesco meeting.

For the balance of my paper I should like to express this delegate's views as to some of the changes which the past decade has brought and what the seventies would appear to hold in store for adult education. Since my opinions will reflect my experience and my biases, I invite all of you to be critical in your reactions and to make alternative proposals for the delegate body to discuss.

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*As quoted by Hely from the Proceedings of the MacDonald Conference in his address at New Delhi. See pp. 15-23 of the Report, International Conference on Adult Education, Helen Kempfer and S. C. Dutta, Editors. Indian Adult Education Association New Delhi, 1961.

1. On my first point I would expect disagreement only as to detail and national variations. The central importance and urgency of expanding and multiplying the learning opportunities available for adults in all countries is generally recognized in 1971 to a degree that did not exist in 1960 and which, of course, never has existed in the history of "homo sapiens." The dictum "keep on learning or perish" reflects the impact of the knowledge explosion and accelerating obsolescence with which even the most educationally advantaged among us must cope. The "greening" process which Reich has dramatized in his GREENING OF AMERICA is at work in your countries as well and reflects the discontent of youth with the impact of technology on humanitarian values and the materialistic excesses which equate Gross National Product with self-realization.

It must be admitted that much of the current disenchantment derives from an international crisis which only recently appears to be solvable. There is also much in the current literature which is anti-establishment in tone and direction. Paulo Freire from Brazil, with his PEDAGOGY OF THE OPPRESSED, Ivan Illich at Cuernevaca, Mexico, Silberman in the U.S. with his CRISIS IN THE CLASSROOM are, with varying degrees of radicalism, proposing changes if not abolition of institutionalized education as we now know it.

And yet, the case for increasing the school and the teacher's role in adult education is still a weighty one. No educational institution is more strategically situated to play a significant role in adult education. No professional group is better equipped by training and experience to administer, teach, counsel, or supply other kinds of expertise to adult education. In all countries there are some facilities primarily provided for children and youth which can be utilized for adults. Adult education is a community service that is a natural extension of a teacher's regular role--an opportunity to further capitalize on his knowledge and skill and to offer teachers a heady self-actualization and leadership role in vitally important social and personal problem-solving.

If some of the new approaches outlined in the points which follow are predictive for the seventies, we may expect a sizeable enhancement of the school and the teacher's role in the expansion of learning opportunities for adults.

2. It is my hope and expectation that the concept of traditional education, as a ladder beginning with the nursery school or kindergarten and rising vertically--at least for some--to the university, will gradually give way to a concept of learning on a horizontal axis, as Margaret Mead proposed some years ago. In this view, learning is not only "life-long," it is available at any level for everybody at any time when the individual needs and is motivated to learn literacy, new vocational skills, facets of our cultural heritage, increased civic competence, or learning for its own sake.

If this is to happen, the traditional school will become a community school--a learning center for all who find it accessible. The still existent dichotomy in our thinking about general and vocational education will disappear. The trend toward specialization in everything but human values will have to be curbed. (Someone whose name I cannot now recall put is somewhat waggishly by saying that we seem to be engaged in a learning process which teaches us more and more about less and less until we know everything about nothing.)

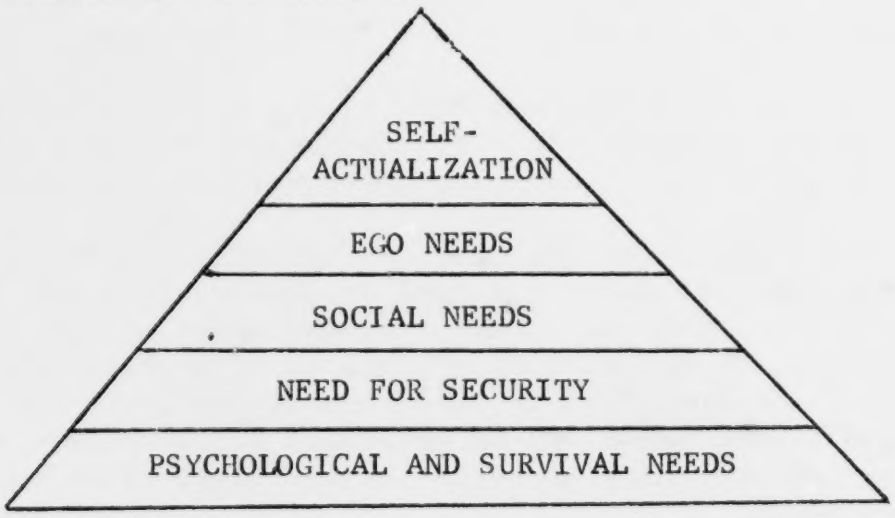
The revolution in higher education in the U.S. to permit credit toward higher degrees for work experience, independent study, foreign travel is one example of how our traditional ways can be changed to suit new needs.

We must also review for daily use the words of Sir Richard Livingstone almost 30 years ago when he said: "We act like people who should try to give their children in a week all the food they require for a year . . . Someday, no doubt, we shall abandon this practice and give everyone a chance of thinking about life when he is facing it and about its problems when he has to solve them. When that day comes, we shall stop one of the chief sources of educational waste and inefficiency, and make the greatest advance in our history towards the creation of an educated democracy."*

3. I look for the developing--develor d dichotomy to disappear in our international literature. It should! I'll mention two of the reasons.

(a) Abraham Maslow's writings have influenced educational practice in many countries but until I started on the preparation of this address I had never looked at his well-known hierarchy of human needs, <u>specifically in relation to international adult education</u>.

At the base of his heirarchical pyramid were physiological and survival needs--food, shelter, etc. Next was the need for security; one might include, as part of this, predictibility in the environment as well as economic security. At the third level was a category which we can call social needs--human inter-action, response, affection. Next to the top of the pyramid come the ego needs--the need for approval, recognition, for respect as a human being. At the very top is the crowning need of all--for self-actualization--the need for a chance to develop one's potentialities to his fullest.



I found this classification by Maslow relevant to the point I am making, which is that these needs exist in all human beings at whatever level of economic development. Moreover, educational enterprises which fail to build into the learning experiences opportunities for achieving at least some satisfactions to meet these basic drives will not be long successful.

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*Sir Richard Livingstone, <u>On Education</u>, Macmillan, New York, N.Y., 1944, pp. 6, 143-144.

(b) A further case probably could be developed which would explain why so many of our efforts to achieve adult literacy or basic education have failed. As Anibal Buitron of the Unesco Literacy Division has recently stated, "the fact that the literacy campaigns and community development projects have been running year after year in practically every developing country without much apparent gain is, in my opinion, a clear sign of their failure. If we need another indication, it will be enough to remember that in the last ten years the number of illiterates in the world has increased from 740,000,000 to 810,000,000 and that at present only about one half of the school-age children go to school. Furthermore, the living and working conditions of the people are not improving significantly. In fact, in some countries, the per capita income has gone down instead of up."*

While Anibal--my personal friend and colleague whom I much like and respect--does not invoke in explanation the Maslow hierarchy, he comes very close to it when he writes, "But literacy can no longer be limited to the teaching of reading and writing, and it can no longer be taught in isolation from the daily problems faced by the people. To be functional, it has to take into account the real interests of the people in order to help them achieve a better life. This means that, in addition to teaching them to read and write, they must be taught better methods of farming if they are farmers, better carpentry techniques if they are carpenters, and so on. It also means that if the illiterates do not have a trade, they should be taught one while they are learning to read and write. In short, it means teaching literacy in function or in relation to the occupations and preoccupations of the people."**

4. A final influence which bears on our task at this Conference and at the Unesco Conference in 1972 has practical implications and overtones. It is no secret to WCOTP delegates that rapid progress is being made in strengthening the hands of teachers through union in local, state, and national teacher organizations. This power base can and must operate not only for purposes of salary negotiations and working conditions, but also to <u>protect</u> the teacher's autonomy as co-learner with his students in the classroom. There must be more teacher, and I happen to believe, more student involvement in policy planning, curricular reform, and application of educational technology toward the improvement of learning.

Why is this important to the Committee on Adult Education?

a. Through teacher involvement, in adult and community education, political support for the teacher's right to influence educational policy affecting all learners in all age brackets will be better understood;

b. Through closer identification of adult educators with the power base, represented by our teacher organizations, more rapid progress can be made in marshalling the resources which will be needed to match the needs of nations whose problems cannot be resolved without more extended use of education as an instrument of social progress.

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*Adult Education and the Second Development Decade, <u>Convergence</u>, Vol. IV, #1, 1971, pp.35-40.

**Ibid. p.37

Panel Discussion

I

ADULT EDUCATION AS AN ACCELERATOR OF NATIONAL DEVELOPMENT

National Development: A perspective

by
Cary Robinson, General Manager
Jamaica Broadcasting Corporation

National Development cannot be accelerated unless the people are powerfully motivated to serve, and deeply committed to the welfare of the country. This can only come about through close identification with the country, which in turn, is the result of a feeling of belongingness and ownership; a feeling of social, cultural and historical integration and acceptance.

People often get this feeling from the things that are around them--from things that they can touch and see and read; things that have to do with their country and the experiences of their own ancestors. In England, even a visit to the Tower of London and Westminster Abbey can provide an Englishman with a powerful cultural experience. The same is true of many other countries like Mexico, France and the U.S.

On the other hand, with the possible exception of the recently erected statues to two of our national heroes, a journey through the entire city of Kingston will yield nothing but a feeling of fatigue to the culturally-hungry Jamaican adult. This is the result of the submerging of the cultural heritage of Jamaicans as it relates to the deeds and experiences of their immediate and remote ancestors.

This happened because we were a colony, and a colony means rule by an external authority with the minimum amount of internal participation. In Jamaica it also meant cultural domination by the external authority. So what you find is that the things which were preserved and promoted were the things that had to do with the external authority rather than with the people.

According to archaeologists the Arawaks lived here for about 800 years before Columbus came, but we don't have any deliberately recorded history of those 800 years, so I can't include them in what I'm going to say. And in any case, the Arawak Indians vanished in the seventeenth century, so they had very little to do with the development of today's Jamaica.

Today's Jamaica came about as a result of Spanish discovery and occupation, and English conquest and colonization. That is chiefly what went into those 475 years. Modern Jamaica came from many national, tribal, racial and cultural elements which were thrown into the country under Spanish and English rule.

We are a country of relatively new people. We have no long historical tale like the people of India and Egypt, Mexico or Peru. We are roughly 475 years old. Of these 475 years, about 161 were spent under the Spaniards. This first period was brought to a close by the English in 1655.

The English spent the next 183 years exploiting the resources of the island with African slave labor, and the Africans spent the time struggling for freedom. This second period ended in 1838 with the emancipation.

The third period consisted of 124 years, and this was spent consolodating freedom and fighting for civil rights, economic betterment, self-government and independence, which we obtained in 1962.

The fourth period is from 1962 to the present time--a period of nine years. We've been an independent nation for nine years, but obviously we started functioning as Jamaican before 1962; for how long before, it is difficult to tell.

In struggling for freedom and political autonomy our society, which was drawn from many tribes, clans, cultures and regions, became roughly divided into the officials and supporters of the alien governing authority on the one hand, and on the other hand the large mass of people upon whom the heavy unrewarding labor had traditionally fallen.

The official image had always been closely tied with England, and it called the Jamaican towards allegiance and love of England. Though sophisticated, this way of life suffered from all the weaknesses of imitation. The other was of the people, and was producing something that called the Jamaican towards the hills and valleys of his own country. Though solid and real, this way of life suffered from generations of neglect and was not celebrated. Pride of place in the records and in monuments was given to the things of the official colonial authority.

The struggle for a national identity was to take place in Jamaicans who were torn between these two images. Many of us entered Independence with divided minds. Most educated Jamaicans were schooled with an English bias and yet, the country was beckoning and demanding self-appraisal and a new allegiance. Self-appraisal was bound to result in a new point of view, important discoveries of buried facts and personalities--a different perspective on the events of the past.

National effort, national commitment, national enthusiasm, would not be possible unless the average Jamaican was able to consciously identify himself with the country through the lives of his ancestors, rather than through the deeds of colonial officials, soldiers, sailors and planters. It would be necessary to see past leaders of the people not as murderers, criminals and misguided fools, but as fighters against wrong and oppression.

National development cannot be accelerated just by teaching people to become electricians, plumbers, masons, mechanics, supervisors, nurses,

and secretaries. It must come first as a recognition by the people that their country is something made valuable by the work, love, sacrifice and struggle of their immediate and remote ancestors. They must see the freedoms they enjoy as something that was won and earned, not just received as a gift.

Without a commitment born of such recognition, all the graduates of training schemes and colleges, technical institutes and commercial schools will look for the first opportunity to migrate with their precious skills.

Adult Education, therefore, must proceed not only in the technical area, but in the area from which inspiration, love, loyalty and commitment spring. So, as you teach Jamaican adults how to use a lathe, a pen, a soldering iron or a typewriter, it will also be necessary to teach them, for instance, that one of the first known plans for large-scale peaceful resistance against oppression was made not by Martin Luther King, Jr., or Mahatma Gandhi, but by Samuel Sharpe back in 1831, right here in Jamaica. They will have to be told why it was necessary for Sharpe to do what he did, and what eventually happened. They will have to be told many things like this that will link their own humanity with supreme achievement, rather than just by reading about what other people did. In this way they will be awakened to a confidence in their own genius.

Follow-up reading for new literates, special enrichment classes for students of commerce and technology must be built around the great human stories of this country and its unique features and resources, so that motivation may be provided to tackle the problems of development.

Where there is no commitment the way of life tends to be based upon self-seeking, ruthless profiteering and merciless exploitation of the needs of people, rather than upon service. It is only a concept of service growing from concern which can produce accelerated national development. In a country like Jamaica, this can only be achieved by a conscious program of education based upon the historical experiences and achievements of the people.

Panel Discussion Part II

EDUCATION FOR FAMILY LIVING

by

Miss Trithe Grant, Senior Education Officer
Jamaica Ministry of Education

There is a great need for unity in our approach to solving today's problems. There is a need not only to bridge the "generation gap", but to reduce the hostilities created by competition for power and material wealth. If society is patently in need of reform--change of both individuals and political leaders must be involved. For problem solving, the group is usually more effective than the individual.

The best agency for developing individual personality, for primary training in group interaction and for developing leadership skills is the family; but the school must take over where the family leaves off.

This is the rationale behind the Education for Family Living Program. The aim is to prepare the individual to live a happy, responsible, productive life as a member of a family, as well as a citizen. The nuclear family is desirable, but not essential to this aim.

The program must reach out into the community, and not be confined to the schools, if the work in the schools is not to be nullified. Hence, there is an effort to collaborate the work of all relevant ministries and agencies: Health, Education, Youth & Community Development, Labor, the National Family Planning Board, and the various youth and social agencies, as well as the churches.

In order to effect change, the older generation must come to understand better the needs of youth, especially its status needs and needs for change. There must be more willingness to <u>listen</u> to youth and to make desirable changes.

Panel Discussion Part III

NOTES ON ADULT LITERACY IN JAMAICA

by
Mrs. Marjorie Kirlew, Chief Literacy Officer
Jamaica Social Development Commission

As you will see from the proceeding papers, the literacy program in Jamaica is closely related to the cultural, education and economic structure of the island and was a direct result of the first Mass Education Program to be conducted here--"Food for Family Fitness Program". This showed clearly a need for the skills of reading and writing if such programs are to be successful. It also showed that the teaching of reading and writing must be related to the needs of the people; their needs for better living, their needs to gain information, knowledge and experience which lead to a fuller life. A study was made of the spoken vocabulary of the adults. Materials were prepared within the cultural pattern and related to the above mentioned needs.

The materials written in the general vocabulary were so organized to allow for their application to local and individual needs, thus adding to the basic vocabulary of the books as far as it was possible for this to be included at the given level of reading. Supplementary material is prepared at each level of reading--this material relates to the general subject of the given book, i.e., "Family Life" (includes family relationship), "Food for the Family", etc. and books are prepared to help these. Work-oriented books at a higher level lead to the provision of specific materials dealing with these needs, e.g., the person learning to drive will get as supplementary material a booklet entitled, "Guide for Learner Drivers".

There are currently some 400 literacy classes on the island. These classes are run by voluntary literacy teachers who are trained in the approach to the adult student as well as in the techniques of teaching as related to the use of the materials. These classes are sponsored by organizations within the community who assist the teachers in meeting some of the problems.

The program is run by the Government through the Social Development Commission, which falls under the portfolio of the Ministry of Youth and Community Development.

The Section provides its own teaching materials, visual aids and follow-up reading materials, consisting of, in addition to booklets, two newspapers. The Section has a staff of three persons in the production unit, 8 field officers, clerical staff, 3 specialized senior officers and a chief literacy officer. The latter is responsible for the program within the policy of the Commission.

Since 1969, mass media, TV and radio have been used as aids to the program. Lessons are being conducted over these media twice weekly to the level of the third reader. These students then attend only face-to-face classes where it is possible for them to relate their reading to their attaining more specialized skills.

The television and radio programs have suffered from poor reception facilities, inconvenient broadcast time, and in the case of television, insufficient rehearsal time. Nevertheless, the program has been of great motivational value, acts as a guide to teachers and has provided some uniformity of standard.

In a class, the students learn to relate to their fellow class members and to their teacher. They gain confidence which allows them to become more active, useful, and confident members of their community, thus accelerating national development.

Sugar and bananas were for many years the dominant sectors of the economy to the extent that "if the sugar industry sneezed, the economy went down with pneumonia." Banana was just a little less so and even though not foreign-owned to the same extent as sugar, yet a single marketing agent--Elders & Fyffes in London--could create severe hardships for this country and very often had Jamaican farm leaders and important Cabinet Ministers spending more time flying between Kingston and London on "Banana Missions" that they did going around the Jamaican countryside informing and looking after the interests of local farmers.

Jamaican agriculture is over organized. There is a farm organization for each major commodity and some that are not even viable. In addition there are Statutory Boards set up to look after the same crops which the farmers organizations are supposed to administer. In such an atmosphere, emphasis has been more on representation than on production.

Developing countries with an agricultural economy, should avoid the Jamaican pattern and set up fewer organizations since a multiplicity of these farm bodies not only tax a country's limited financial resources but places an unnecessary strain on scarce Managerial Personnel. In such an atmosphere, leaders are more apt to talk than to produce.

For many years Jamaica suffered the disadvantages of a lop-sided land distribution system common to most Latin American countries, with large plantations operating side by side with mini-farms unable to support a farm family. Government has however moved to correct this imbalance by various land settlement schemes. Some of these were not too successful because the original vendors sold lands that they wished to be rid of because of their poor agricultural potential.

In more recent times some fertile lands have been subdivided and the recipient farmers have shown that with good lands, adequate credit at the right time and supporting Extension Services, farming can be a satisfying vocation for the diligent hard working Jamaican family. This new approach at land distribution has been further amplified by Government's purchase of the entire land holdings of the expatriate Tate and Lyle Company at Frome and Monymusk (60,500 acres) currently owned by the Boston-based United Fruit Company.

These holdings comprise some of the finest farm lands in Jamaica and since the Government does not intend to become a large land holder (excepting for Forest Reserves) many Jamaicans will come to acquire viable farms through a Mortgage Insurance Scheme soon to be introduced, and through which, loans of up to 90 per cent of the total value of parcels of lands not exceeding 500 acres will be made.

Simultaneously with this new development in land distribution has come an awareness of the profitability of the domestic market. While still producing for export, the country is rapidly diversifying its agriculture to reduce its dependence on overseas markets which it cannot

control and in which it can compete only at sacrificial prices. The emphasis is shifting to livestock--cattle, pigs and poultry--and attempts are being made to develop a processing industry based on local raw materials.

Jamaican agriculture still has a far way to go in catching up with the Twentieth Cent technology but new directions being spearheaded by Government and farm leaders, a new breed of farmers and more enlightened leadership are all working for the kind of improvement that will bring lasting benefits to the country and its people.

The New Frontier--Adult and Continuing Education

by

Alexander N. Charters
Vice President for Continuing Education
Syracuse University

It gives me pleasure to return to Jamaica, this emerald isle set in the Caribbean Sea. Here the people of a young nation, already rich in indigenous customs and traditions, are seeking in their own way to fashion a society that will match the beauty and the bounty of nature. One is reminded that less than 500 years ago--only a dozen lifetimes of 40 years--this island was the "new world," the "frontier."

Here for the past two days, people from many nations have been considering the great issues of education, especially the education of adults. It occurs to me that some day people looking back upon the 1970's, and to such meetings as this one sponsored by the WCOTP, may identify adult and continuing education as the way to a new frontier.

Since the opening session, the speakers and discussants have stressed the seminar theme--a review of the past and an agenda for the future. In this closing session, I shall list an agenda for adult education--some business to be transacted in the years to come. But I too want (as the seminar intended) to build upon the past. I shall do so by comparing the old frontier with the new frontier.

A frontier is a front--a boundary where the old meets the new and the known meets the unknown--an area for exploring and for getting lost; for discovering and for being exposed; for innovation and abandonment; for creativity and destruction. As along a weather front, the frontier is a zone of turbulence, the moving edge of change.

The word "frontier" has both a literal and a figurative meaning. Its literal meaning is physical--geographical. Historically most frontiers have had a major geographical aspect: Moses leading his people through the wilderness to the "promised land," the Spanish conquistadors searching for El Dorado, the British colonizing so that "the sun never set on British soil." There have also been vast movements of people across empty or scarcely populated lands--the new settlers across and into the two Americas, the Russians across northern Asia. Also, there have been movements into already populated lands--the immigrants to the United States and Australia. The tablet inside the pedestal of the Statue of Liberty expresses the promise of the new geographical frontier: "Give me your tired, your poor, your huddled masses yearning to breathe free. . ." The fact that today many people are emigrating from the United States illustrates the fact that frontiers change, not that people have ceased "yearning to breathe free." These migrations have also taken the form of expansion of people from their homes to the unknown parts of their own nation. In North America, the slogan "Go West, young man; go West" had a magical appeal.

In the present age, migrations are occurring in such numbers that they dwarf all previous movements of people. However, this new geographical frontier does not have the mobility of previous frontiers. Movement from rural areas to ghettos has not enabled people to achieve a more satisfying life especially in terms of the aspirations they once had. In a geographical sense the frontiers of the world are nearly closed. There remain, to be sure, the deserts, the tropics, polar regions, the moon and planets. But even here development is almost always through huge collective enterprises, (like the exploration of the moon), leaving little scope for the individual pioneer and his family. Here too the environment has felt the impact of civilization. Dams, pipelines, deforestation, and lunar rovers are changing the lifesystem of this and other planets.

Furthermore, human beings, populous and powerful on a small and polluted planet, cannot much longer behave as though they were nomads passing transiently through a boundless universe of inexhaustible treasure.

Socially and physically, the earth is a closed system. If there is to be a new society, it must be an adaptation of the present one--no longer is there a place from which to start from scratch. The "there" is now "here." Until now man could look outside of himself to frontiers with new resources and opportunities. Now man must look within himself and his fellow man. The new frontiers are those of the mind. On lovely Jamaica let us remember: "No man is an island unto himself." There are no islands anymore. If there is to be a promised land, it will be within each of us and among us together.

Frontier also has a figurative meaning. The word has connotations in the realm of the mind and spirit--the farthermost limits of knowledge or achievement, a field that offers scope and promise. The gifted and favored few have always had and will continue to have a frontier in science, the arts, religion, and philosophy. Apart from the favored and specially talented people the vehicle to the promised land must be education. Education is the sailing ship, the ox cart, the "liberty ship," the DC-3.

In all lands the world over, education is now the Statue of Liberty. She still says: "I lift my lamp beside the golden door." Educators must have faith in education. Faith in education is faith in the potentialities of all human beings and in their ability to realize those potentialities. Adult and continuing education is crucial because it is continuous throughout adulthood. It takes place in that part of the span of life when man has the ability, responsibility, and opportunity to mould society.

The educators of adults have a special mission--to advance the concept and practice of adult continuing education as a crucial way and means into the new frontier.

What then were the characteristics of people who moved out to the old geographical frontier?

First, the people had an abiding faith that they could improve themselves and the society in which they lived. It was a faith that was strong enough for people to commit themselves to action. Some specific motivations related to these general drives involved religion, politics, social order, economics, education and culture. These people could build a community of their own design. They were limited only by there own resources and abilities, and not by an established order. At times old indigenous cultures and communities were destroyed and this action should be avoided when the new frontier is developed.

Secondly, there was a desire and a bold commitment to make a dramatic and drastic change in some specific area of their lives such as religion or politics. This drastic action frequently resulted in reckless waste of resources both human and physical. Caution must prevent similar disasters in the future.

Thirdly, there was courage to confront the new, the unknown and the difficult, if not seemingly impossible. Limitations were present but what an individual could become, depended in a large measure upon himself. In some cases this individualism led to exploitation of people and the irretrievable pollution of the environment. This negative aspect must not be repeated.

Fourthly, there was excitement. This excitement might have expressed itself in beauty, in freedom, in the unknown or in creativity. This should be retained.

Fifthly, the new frontier provided people with alternatives. Instead of having to bear the lot to which he was born, man had a second or third chance or career. Because of economic and other factors in contemporary society, some people are forced to change occupations but going to the new frontier was a voluntary resolute action. Freedom of choice among alternatives must remain a characteristic of the new educational frontier.

If adult and continuing education is to be a major means to new frontiers in the 1970's, it should look at these characteristics necessary to its achievement. There must be faith in the great power of education for adults; there must be commitment to the need for dramatic and drastic change; there must be courage to move forward into the unknown and the insecure; there must be an aura of excitement; and there must be viable alternatives in methods and processes as well as opportunities both vocationally and avocationally. These elements must be recognized and, through design and ingenuity, be built into adult and continuing education. In all of this process, it must be recognized that one thing does not have to be destroyed in order for another to grow or emerge.

Perhaps it may be useful then to look at the agenda for the future of adult and continuing education with these characteristics in mind. What then are these items? Some of these items must remain on the agenda even though they have been on for a long time but are still unresolved. Some items must be stated differently and others must be added.

1. The goals of adult and continuing education need to be reviewed. They need to be made more specific in terms of contemporary international and national goals. These goals include citizenship, vocational and personal aspirations. The basic goal of adult education is to provide opportunities to every adult in order that he may fulfill his highest possibilities as a person in all his roles and responsibilities.

   The changing standards of morality as well as social and economic factors are causing drastic changes in family and social relationships. The requirements of vocations are changing from within; new vocations are evolving and some are becoming obsolete. The liberal arts, as basic and unchanging as they may be, need to be presented in new contexts and related to contemporary issues.

   These few examples simply are suggestive of the fact that programs for adults need to be reviewed in the light of the values, needs, and wants of the individuals and society. A thorough analysis is required.

   The opportunities for adults to continue their education must not only be planned and developed, but they must be constantly reviewed in the light of changing needs. Persons playing all key roles must be involved in the planning and the review--including the administrators, the teachers, and the adult learners. Especially, must the adult learner be a full partner in the development of the curriculum.

2. Adults must become independent learners. An independent learner can analyze his educational needs in order to realize his aspirations and his goals. He can translate those goals into practical objectives. He can identify the resources that will help him reach his objectives. He can be his own prime mover and strengthen his motivation by using external drives and pressures. He can assess his progress and direction. Above all, the adult must take responsibility for his own learning program which involves the above abilities and activities.

   In the final analysis, learning is something that goes on inside a person, and in this sense a person always learns by himself--else he does not learn. But there are guidelines for learning which can help an adult to understand why and how to learn. An educator can help him to define his needs, to select his objectives, to identify resources, to use them, to strengthen his motivation, to assess his progress.

   It is important to note that adult educators must encourage the school system to develop the spirit and skills for independent learning on which the adult must build.

3. New patterns of institutional sponsorship and administrative organization are required. Programs must be aligned with the needs of individuals in contemporary society. Even now, tens of millions of adults are participating in a vast range of activities that require enormous expenditures. And, if the goals of adult and continuing education are realized on even a modest scale, tens of millions, ultimately hundreds of millions of additional adults will be involved. The planning and execution of educational programs to serve their many needs in their many circumstances will require sponsorship and administration that are at the same time comprehensive and varied--

long-range and immediately adaptable. Obviously such arrangements will require new social inventions.

There will have to be a combination of autonomous activities within the framework of a grand design. A highly centralized system for adult and continuing education within any large nation would be not only impractical but also undesirable. On the other hand, a lack of planning would lead to both flagrant gaps and wasteful duplication, as it does now.

Because almost all adult educational activities have some focus in the community and a responsibility to it, there should be some identifiable channel of communication among the agencies. The nature and extent of communication and joint action will vary among agencies of adult education as well as in communities and nations. There will be varying degrees of sophistication in the mechanisms for clearing information, for comparing and adjusting plans, for counseling and referring learners, for sharing resources including programs and staff, and for cooperating in efforts that can be made only by a pooling of resources.

4. The base of financial support needs to be broadened. I suggest a new look at the financial support. At the present time in most countries government usually pays for special projects while requiring that the sponsoring agencies provide basic resources. Government should pay for the basic resources and individuals, groups, organizations, employers, unions, and other beneficiary should pay the cost of special projects. This arrangement would be consistent with the interest of society in having a basic core of educational services available for adults so that they may achieve the common goals. It is likewise consistent with the interest of individuals or groups in special programs.

5. Education must be articulated and integrated over the life span. It is necessary for the curriculum at each stage of the life span to be related with the schooling which preceded and that which will follow. It is also necessary that all of the educational experiences be integrated. Recognizing that an individual's education reflects both in-school and out-of-school experiences, it is necessary that such experiences be planned so that they are integrated. Adults must recognize that education is necessary to a full life as are food, sleep, work, and play.

   The achievement of this item is a massive undertaking. It will not result from merely sharing of information and some joint ventures even if good will and altruistic purposes are clearly evident. What is required is a complete review and revamping of the educational system. Of necessity the task must be engaged project by project, community by community, and nation by nation. It should be clear, however, that these projects will neither be effective nor will they pacify unless they are viewed in terms of the major redesign of the curriculum. Only then will there be an integrated and articulated

system for learning that will enable children and youth, but especially adults, to achieve their aspirations here and now.

6. Adult education programs must be evaluated. It is often said, "Experience is a great teacher." However, from unevaluated experience little is learned and it is particularly useless or misleading as a guide for the future. When it is urged that adult educators should improve their evaluation, it is really stating in reverse the point of the first item on the agenda, namely to become clear about the goals. Goals have to be translated into realizable objectives. In turn, objectives should be stated in terms of performance and in terms that they can be measured or evaluated. Then there is a way of judging what has been done and how well it has been done.

   It is through evaluation that information becomes available for the development and implementation and continual improvement of programs. It is the basis for planning of adult and continuing education programs. In fact the evaluation instrument reflects the goals of the enterprise at its operational level.

   Furthermore, it is on the basis of data that one is able to "account" to the participants and sponsors on the effectiveness of programs. If adult education is to obtain the financial and other resources to meet the educational needs of adults, it must be accountable for its products. Also, if adults are to spend their time to learn they must have some assurance that they are achieving their goals. Evaluation must be built into programs, all aspects and levels of adult and continuing education programs.

7. Productivity must be increased. Until programs are evaluated there is little way to know if programs are productive. From the meager evidence that is available it is assumed that the rate of productivity can be improved. The question is how can the resources be used most efficiently to achieve the stated objectives.

   The field of technology is an area which should be examined in terms of increased productivity of adult education programs. In all the areas of human activity, education is the least touched by the burgeoning of technology and within education, adult education has been the least affected. Technology is not only hardware but is an intellectual and organizational tool. It is a tool for planning, information handling, for identifying characteristics and needs of adults, in the learning experiences, and in evaluation. Realizing the tremendous need and challenge of adult and continuing education, it is only by the use of technology that the productivity may be expanded to meet the challenge.

The above seven items have been selected for the agenda to receive priority attention. It should be clear that each is related to the others. For example, the clarification of goals implies the stress on independent learning, new patterns of institutional sponsorship, adequate financial resources, articulation and integration with the other segments of education, improved evaluation, and greater productivity. Furthermore, the

agenda can be built into a strategy for achievement--a strategy that can be translated into tactics that give flexibility and alternatives.

It is suggested that these priority items, separately and together be attacked by adult educators utilizing the characteristics successful in the developing of new frontiers.

If faith in the power of adult and continuing education, commitment to drastic and dramatic change, courage, excitement and the provision of alternatives can be brought to bear on the agenda items then truly there will be a new frontier--a frontier that will lead to peace, justice, and all of the essential elements that give dignity to all men everywhere.

Report of the Committee on Adult Education
to the WCOTP Assembly

August 4, 1971

Mr. Chairman, Ladies and Gentlemen:

It is my privilege to give you the report of the WCOTP Committee on Adult Education.

It was reported to you at the last Assembly that, prior to the Assembly in Sydney, Australia, an invitational Seminar with the theme, "The Community as a Teacher of Teachers" had been held. It was then too early to assess the effect of this Seminar, but it appears to have had considerable impact. We have been very interested to hear the many references to adult education in debate during this week, and also, from my fellow Committee member, Mr. Tai, Si Chung, of Korea, that his association had used the theme in one of its recent studies.

At the close of this Assembly, on August 12 - 13, there will be another invitational Seminar, again with the financial help of UNESCO, with the theme, "The Teaching Profession and the Education of Adults." This will cover a review of our activity in this field over the past ten years, as well as discussion on possible steps and new directions that WCOTP should take in the future. Important decisions are expected to be made and, if any delegate would be interested in taking part in this Seminar, I feel certain that this could be arranged if application is made to Mr. John Thompson.

Next year there will be two important conferences on adult education. The first will be the Third UNESCO International Conference, the two previous ones having been held in 1949, in Denmark, and 1960, in Canada. The third one is to be held in Japan in July 1972. WCOTP will be closely concerned with this conference and a report will be given to you at the next Assembly.

Plans are already being made for the next WCOTP International Seminar to be held in London in 1972, at the time of the World Assembly. Although the Committee has not yet finalized details, it is certain that member associations will be asked to help in the preparation of background information. This will probably be done by means of a questionnaire, asking you for details of adult education activities in your country. I would ask for your cooperation with us in this matter and for an early return of your information.

In conclusion, I should like to express our appreciation of Mr. Robert Luke, the Secretary of the WCOTP Committee for Adult Education, for his combined work on our behalf, and the inspiration he provides for our activities.

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Hilma Cranley
Chairman
WCOTP Committee on Adult Education

WCOTP AND ADULT EDUCATION

A historical report prepared in partial fulfillment
of a grant from UNESCO to WCOTP
by

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The World Confederation of Organizations of the Teaching Profession is an international non-governmental organization enjoying Consultative Status "A" with Unesco. Its founding Assembly was held in Copenhagen in 1952. At present WCOTP represents 140 national teachers' organizations and 60 associate and international members in 90 countries representing between them over five million teachers.

In 1959, at the Washington, D.C. Assembly, WCOTP--in cooperation with the National Education Association of the USA--sponsored its First International Conference on Adult Education. At this Conference, a resolution was passed requesting the Executive Committee of WCOTP to establish a Committee on Adult Education. The Executive Committee, at its meeting in Washington, accepted the recommendation and presented it to the Assembly. Unanimous approval was received and the Adult Education Committee of WCOTP came into being. J. Roby Kidd of Canada was elected Chairman of the Committee. Leland P. Bradford of the United States was appointed Secretary. The following regional executives were elected: Asia, Tomijiro Tamura, Japan; Europe, Johannes Novrup, Denmark; North America, Paul Sheats, United States; Latin America, Felix Adam, Venezuela.

In 1960 the Second Unesco World Conference on Adult Education was scheduled to be held in Montreal, Canada. Because of this it was decided that the new Committee would hold its 1960 meeting, not in conjunction with WCOTP's Annual Meeting in Amsterdam, but in advance of the World Conference in Montreal. As a result, fourteen members of the Adult Education Committee and two observers from Unesco met for three days at MacDonald College near Montreal. At this meeting, general guidelines were established for the continuing work of the Committee and the general posture and position of WCOTP in respect to adult education was formulated for the benefit of the WCOTP observer to the Unesco Conference.

When the Unesco Conference convened, Dr. Kidd was elected permanent Chairman of the Conference. Dr. Sheats was Chairman of the U. S. Delegation and Dr. Bradford served as a WCOTP observer. Robert A. Luke, the present Secretary of the Committee, was also a member of the U. S. Delegation. Dr. Adam was Chairman of the Venezuela Delegation.

In 1961, WCOTP met in New Delhi and the Adult Education Committee again sponsored an International Conference; this one in cooperation with the Indian Adult Education Association. Arnold S. Hely, one-time director of adult education for the University of Adelaide, Australia, was one of those addressing the conference. He reviewed the outcome of the conferences in Washington in 1959 and the establishment of the Adult Education Committee by the WCOTP Executive Committee. In Hely's

opinion, the MacDonald College meeting, preceding as it did the 1960 Unesco World Conference on Adult Education, had considerable impact on the deliberations of the World Conference.

During the following ten years, involvement of WCOTP in adult education continued to deepen and cooperative ties with Unesco continued to become closer and mutually supportive.

The main lines of development are as follows:

ADVANCEMENT OF THE KNOWLEDGE AND TECHNOLOGY OF ADULT EDUCATION

This has been accomplished to a large extent through the annual conferences and seminars conducted for WCOTP by the Adult Education Committee. The full roster of these (including those mentioned in the introductory paragraphs) is given below:

DATE	PLACE	THEME OR TITLE
1959	Washington, D.C., USA	First International Conference
1960	Montreal, Canada	Committee meeting only
1961	New Delhi, India	Second International Conference
1962	Stockholm, Sweden	"Adult Education in a Technical Age"
1963	Rio de Janeiro, Brazil	Committee meeting only
1964	Paris, France	"Increasing International Understanding Through Teaching About the United Nations"
1965	Addis Ababa, Ethiopia	"The Teaching Profession and World Literacy"
1966	Seoul, Korea	"Relationship of Life-long Learning to the Work of the Public Schools"
1967	Vancouver, Canada	Tour of adult education facilities in Vancouver and Seattle (USA)
1968	Dublin, Ireland	Committee meeting only
1969		No meeting held
1970	Sydney, Australia	"The Community as a Teacher of Teachers"
1971	Kingston, Jamaica	"Adult Education and the Teaching Profession: A Review and an Agenda

The First International Conference was held with the financial assistance of the Fund for Adult Education, a U.S. based foundation. Beginning with the Stockholm meeting, the WCOTP Adult Education event was called a Seminar and a consecutive numbering system begun. The recently completed seminar in Kingston was, by this numbering system, the sixth, even though the total number of meetings of this general type, including the first two held, is eight. Beginning with the Addis Ababa Seminar, the meetings have received either the consultative or financial assistance of Unesco. The funds have been primarily expended for the payment of the additional stay expenses of delegates to the WCOTP Assembly who either arrived early--or remained after the conclusion of the Assembly--to participate in the Adult Education Seminar. Unesco funds also have been used to help WCOTP defray its costs for interpretation and issuing the Seminar report.

In 1970 the Committee was represented at the first Inter-American Conference on the Education of Adults held under the auspices of the Federacion Interamericana de Educacion de Adultos in Caracas, Venezuela. The major substantive force of the conference was directed toward a consideration of the newly developing concept of "Andragogy" a description of the concept and technology of helping adults learn with particular emphasis on differentiating them from children's learning.

It would be unfortunate if the term "adult education" became synonymous with literacy education. WCOTP, again working in cooperation with Unesco, has made a serious effort to help prevent this from happening. At the Assembly in Vancouver in 1967 the Adult Education Committee directed its efforts toward pointing out the implications of <u>education permanente</u>--life-long, integrated education--for the teaching profession. A special issue of PANORAMA was developed as a result of this Seminar and, in all subsequent committee activities, an endeaver has been made to relate the work of the Committee to the concepts of life-long integrated education.

<u>INFLUENCING OPINION WITHIN WCOTP</u>

A. At each Assembly where the Adult Education Committee has been active, it has succeeded in having statements instituted into the body of resolutions adopted by the Assembly which relate the overall theme and are considered relevant to the education of adults. In 1971, however, when the theme of the WCOTP Assembly was "Rural Education", the Committee--rather than submitting one or more specific resolutions, requested of the Resolutions Committee that "no resolution be worded in such a way as to specifically exclude adults from access to educational opportunity, or by implication, limit educational opportunity to children and youth." This recommendation of the Adult Education Committee was reflected in the set of resolutions finally adopted by the Assembly.

B. On occasion, the Adult Education Committee has held "specialized meetings," in the field of adult education at the time subject-interest meetings are scheduled within WCOTP. For example, in Australia, when specialized meetings were held in conjunction with meetings of other organizations, the Adult Education Committee planned its program as a concurrent one with the annual meeting of the Australian Adult Education Association . On numerous occasions, representatives of the Committee have intervened in the debate on the theme to point out implications of the WCOTP Assembly theme for the education of adults.

LIAISON WITH UNESCO

As indicated in the introductory paragraphs of this paper, inter-dependent relationships between Unesco and WCOTP were evident from the inception of the Committee. These continued and at the WCOTP Assembly in Addis Ababa in 1965, a special plenary session was held on WCOTP's role in literacy programs. The session was addressed by Mr. Aser Deleon, the Director of the Department of Adult Education and Youth Activities of Unesco.

Also in 1965, special investigations were made in Kenya and Thailand on the practicability of involving the teaching profession in literacy and adult education. These studies were conducted by WCOTP with the technical and financial assistance of Unesco. Two carefully developed reports resulted which emphasized the fact that the involvement was practical. As a result of the studies, the Executive Committee of WCOTP transmitted to its member organizations a seven-point plan for the more systematic involvement of a national education association in literacy and adult education programs.

Within the framework of the Unesco program for the eradication of illiteracy, WCOTP has been associated with projects in Tanzania and Ecuador. In Tanzania, WCOTP acted as organizer for the Seminar on Adult Literacy for non-governmental organizations which was held in Mwanza in December 1966. In May 1968, a Seminar on the Cooperative Activities of Teachers' Organizations in Literacy Programs was organized in Cuenca, Ecuador, to involve teachers of school age students in the education of adults. Earlier in 1966, the secretary of the Adult Education Committee had been sent on special assignment to Tanzania to consult with the special Task Force from the United Nations Special Fund meeting in Tanzania for the purpose of assessing the feasibility of a proposed Special Fund literacy project in the Lake Region of Tanzania. The WCOTP representative met with members of the Special Fund Task Force and adult educators in Tanzania on ways in which the teaching profession could most effectively be involved in helping forward the goals of the project.

In 1964, the Secretary of the Committee was sent by WCOTP to serve as official observer at the Unesco Regional Seminar on "The Role of Schools and Universities in adult education" convened by Unesco in Sydney, Australia from the 18th of January to the first of February. The WCOTP observer served as rapporteur for the commission on the Role of Schools in Adult Education.

PUBLICATIONS

As indicated earlier, proceedings have been issued for most of the Seminars. These are achieving an important place in the literature of adult education. The one other publication of the Adult Education Committee which WCOTP has issued is entitled "The Teaching Profession and World-Wide Literacy Programs." This was published with the financial assistance of Unesco and represented a follow-up publication developed both out of the study (above) in Tanzania and in Thailand and deliberations of the Seoul Seminar. The so-called "Literacy Handbook" is a "how-to-do-it" to aid national teachers' associations in setting up administrative operations and program services within the association to aid in the extension of adult education programs.

In 1964 and again in 1965 complete issues of EDUCATION PANORAMA, WCOTP's quarterly journal, were devoted to adult education. The 1964 issue reviewed

developments in literacy education and continuing education. The 1965 issue was devoted to a comprehensive discussion of education permanente and a review of its impact in various parts of the world.

In 1964 the Committee issued an international mailing list. The list was compiled by Thomas J. McLernon, the Secretary of the Committee at that time, from names of individuals who had corresponded with the Committee participants in WCOTP international conferences, and from the roster of adult educators from abroad visiting the office of the Committee Secretary. Although now out of print, it still represents as comprehensive an international list of names of individuals interested in adult education as has yet been assembled.

CONCLUSION

Activities of WCOTP in the field of adult education have been guided by one main design: to influence the attitudes and the actions of teachers' associations in the area of continuing education. Toward this objective, the Adult Education Committee has developed three main thrusts:

1. To persistantly advance the concept that education must be continuous throughout life. This message is directed--in the concept of WCOTP--largely to teachers and other authorities in the areas of primary and secondary education. The Adult Education Committee endeavors to provide a constant reminde r that even in the education of children and adolescents the methods and goals of elementary and secondary education must be such as to contribute to life-long, integrated education.

2. That teachers' associations must give their political and moral support to continuing education. Even if adult education is undertaken by other agencies--religious groups, community development, public welfare, or other institutions or organizations, these activities deserve and require the support of the organized teaching profession.

3. That the structure of public education must include within it a mechanism for continuing education. Teachers everywhere must have a commitment not only for the education of boys and girls, but for the growth and education of the communities in which they live.

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1962-1964	Theodore Haralambides, Greece	1962-1964	Thomas J. McLernon, USA
1964-1967	Kwa O. Hagan, Ghana	1965-	Robert A. Luke, USA
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